



Relationships, Sex and Health Education Policy

Healthy relationships are an important part of a happy life.

'I have come in order that you might have life – life in all its fullness.' (John 10:10)

Updated:	Autumn 2026
To review:	Autumn 2027

Intent and aims

This policy sets out our approach to relationships, sex and health education (RSHE) across Thriving Mind. Positive Futures Trust (TMPF).

Within TMPF family of schools, good relationships are cherished and appreciated for the role they play in the warm, loving and safe culture of each school and the impact they have on the lives of children and adults alike. The curriculum provides foundations for understanding relationships and emotions, guides children in ways they can look after themselves, and supports children to be aware of themselves, different families, sex and sexuality. Mental wellbeing is an important element of this area, as we wish for our pupils to develop resilience and character attributes which are fundamental to them becoming happy, successful and productive members of society. Our curriculum intends to provide children with the acquisition of knowledge, the development of skills and the formation of positive beliefs, attitudes and values. The curriculum promotes the social, moral, spiritual, cultural, mental and physical development of our pupils, at school and in society.

Relationships Education, Relationships and Sex Education, and Health Education, are taught across different curriculum areas. Aspects of sex education already feature in the Science curriculum, including the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals.

At the heart of this curriculum, there is a focus on keeping children safe, and schools can play an important part in respectful and preventative education. As part of school life, the curriculum and its implementation will align with the document 'Keeping Children Safe in Education'.

Appendix 1 outlines the Long Term Plans (LTP's) in our Trust schools.

The aims of relationships and sex education (RSHE) in our trust are to:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- To create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To be mindful of the 'Church of England Charter for faith, sensitive and inclusive relationships education and health education' (see *appendix 4*)
- To reflect the school values and mottos, and the Trust values of: Trust, Mindful, Peace and Friendship.

Statutory requirements (including faith schools)

As a trust with primary and first academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6 chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- As a trust, we must comply with paragraph 2A of the Schedule to The Education (Independent School Standards) Regulations 2014 in relation to the provision of RSHE, and must prevent political indoctrination, and secure the balanced treatment of political issues, in line with the requirements for maintained schools set out in the Education Act 1996, and have regard to any guidance.

For our faith schools (Bishop Rawle CE Primary, Dilhorne Endowed CE Primary, Hollinsclough CE Academy, Ilam CE Primary School, Manifold CE Academy, St. Bartholomew's CE Primary, St John's CE Primary School, St Leonard's CE First School, St. Peter's CE First, St. Werburgh's CE Primary and Waterhouses CE Primary Academy):

- 'Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.' (*Church of England Education Office*)
- TMPF, does not adopt a single position on issues between Christian denominations. Other legal forms of marriage will be presented as legitimate with acknowledgement that there are many forms of happy family structures.
- The Church of England states that '*All schools should approach RSHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate difference within and across the teachings of faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act 2010 is applied in school.*'
- Our faith schools will be mindful of The Church of England's 'Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education'.

At TMPF we teach RSHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to share their views.
4. Pupil consultation – pupil surveys were used to find out what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared the board of trustees for ratification.

Definition

For the purpose of this policy, **Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health.

Please see appendix 1 for our schools Long Term Plans.

Curriculum

Our RSHE curriculum is set out as per appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Elements of the curriculum will be delivered in a number of subjects including, but not limited to, Personal Social Health Education (PSHE), Science, Religious Education (R.E.), Physical Education (P.E.), Computing, English, History, Geography, Art and through Worship.

We will share any curriculum resources and materials with parents and carers on request.

Implementation

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the trust's (or individual schools') filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

The statutory [guidance](#) recommends that primary schools teach sex education in year 5 and/or year 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

Primary sex education taught in upper key stage 2 (years 5 and 6) will be taught in line with the national curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see appendices 1 and 2.

Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

Use of external organisations and materials

Whilst we may work with external organisations to deliver the curriculum, we remain responsible for the content and the way in which pupils are taught. Across our trust, we will make sure that any agency and any materials used are accurate, age and stage-appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - Comply with:
 - This policy
 - Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson

- How safeguarding reports should be dealt with, in line with our trust policies
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Roles and responsibilities

The board of trustees

The board of trustees will approve the RSHE policy, and hold the school leadership teams to account for its implementation.

The board of trustees will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education
- Report to the board of trustees on any issues with its implementation across the trust

School leadership teams

School leadership teams are responsible for making sure that RSHE is taught consistently across their school, for making sure that all resources and materials are shared with parents

and carers, and for managing requests to withdraw pupils from non-statutory science components of RSHE (see right to withdraw section).

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- Teaching staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the school leadership team.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships and health education.

Parents/carers have the right to withdraw their children from the non-statutory science components of sex education within RSHE – the school lead will grant all requests to withdraw a pupil from the non-statutory science parts of sex education.

Requests for withdrawal should be put in writing using the form found in appendix 3 of this policy and addressed to the school lead of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Impact

Monitoring arrangements

The delivery of Relationships Education, Relationships and Sex Education and Health Education will be monitored in each school. Learning observations, pupil conferencing and staff meetings will form part of this. Pupils' understanding in these areas will be monitored by the class teachers.

Through our curriculum, we will:

- Teach children the correct vocabulary to describe themselves and their bodies;
- Develop confidence in talking about feelings and relationships;
- Help children develop feelings of self-respect, confidence and empathy;
- Build the confidence and self-esteem of children to value themselves and others;
- Prepare children for puberty, and give them an understanding of sexual development* and the importance of health and hygiene;
- Create a positive culture around issues of relationships and sexuality;
- Help children to understand about the diverse range of different relationships, and families, and their importance for the care and support of children;
- Help children to behave responsibly within relationships;
- Help children to recognise unsafe situations and be able to protect themselves and ask for help and support;
- Help children to understand the role of the media and internet in forming attitudes;
- Help children to understand that offence can be caused by the use of sexual terms as an insult.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

Appendix 1 – RSHE Long Term Plans (LTP's)

St Werburgh's CE (A) Primary School

Long Term Plan 2026/7

Subject: PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St Francis (Rec/Y1) <i>Reception & Y1 to be taught separately</i>	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
St Christopher (Y1/Y2) <i>Y1 & Y2 to be taught separately</i>	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
St Lydia (Y3/ Y4) <i>Y3 Curriculum</i>	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
St Jude (Y4/ Y5) <i>Y5 Curriculum</i>	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing
St Nicolas (Y6)	Me & my relationships	Valuing difference	Keeping safe	Rights & respect	Being my best	Growing & changing

The Valley Primary School (new changes for 2026 highlighted in yellow)

Saplings Class Reception – Year 2 2026-2027	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*My feelings (R) *My feelings (2) (R) *Why we have classroom rules (Y1) *Our ideal classroom (1) (Y2) *Looking after our special people (Y3) *Dan's Dare (Y3)	*I'm special, you're special (R) *Same or different? (Y1) *Unkind, tease or bully? (Y1) *What makes us who we are (Y2) *Respect and challenge (Y3) *Family and friends (Y3)	*What's safe to go onto my body (R) *Super sleep (Y1) *Harold's picnic (Y2) *How safe would you feel? (Y2) *Safe or unsafe? (Y3) *Danger or risk? (Y3)	*Looking after my special people (R) *Harold has a bad day (Y1) *Around and about the school (Y1) *Playing games (Y2) *Harold saves for something special (Y2) *Helping each other to stay safe (Y3)	*Bouncing back when things go wrong (R) *Yes I can (R) *I can eat a rainbow (Y1) *You can do it! (Y2) *My day (Y2) *Poorly Harold (Y3)	*Life Stages – plants, animals, humans (R) *Life stages: Human life stage – who will I be? (R) *Healthy me (Y1) *A helping hand (Y2) *Relationship tree (Y3) *Body Space (Y3)

Saplings Class Reception – Year 2 2027-2028	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*Me and my special people (R) *How are you listening? (Y1) *Good friends (Y1) *How are you feeling today? (Y2) *As a rule (Y3) *How can we solve the problem? (Y3)	*Same and different families (R) *Same and different homes (R) *Harold's school rules (Y1) *My special people (Y2) *How do we make others feel? (Y2) *My community (Y3)	*Keeping myself safe – what's safe to go into my body (inc. medicines) (R) *Who can help (1) (Y1) *Good or bad touches (Y1) *What should Harold say? (Y2) *I don't like that (Y2) *The risk robot (Y3)	*Looking after money (1): recognising, spending, using (R) *Looking after money (2): saving money and keeping it safe (R) *Taking care of something (Y1) *Feeling safe (Y2) *Recount task (Y3) *Earning money (Y3)	*My healthy mind (R) *Eat well (Y1) *Pass on the praise (Y1) *Harold's Postcard – helping us to keep clean and healthy (Y2) *Basic first aid (Y2) *Body teamwork (Y3)	*Seasons (R) *Then and now (Y1) *Who can help (2) (Y1) *Sam moves away (Y2) *None of your business (Y3) *Secret or surprise? (Y3)

Saplings Class Reception – Year 2 2028-2029	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*Who can help me (R) *Thinking about feelings (Y1) *Our feelings (Y1) *Types of bullying (Y2) *Don't do that (Y2) *Friends are special (Y3)	*I am caring (R) *It's not fair (Y1) *When someone is feeling left out (Y2) *An act of kindness (Y2) *Our friends and neighbours (Y3) *Let's celebrate our difference (Y3)	*Safe indoors and outdoors (R) *Listening to my feelings (R) *Sharing pictures (Y1) *Fun or not? (Y2) *Help or harm (Y3) *Alcohol and cigarettes: the facts (Y3)	*Looking after my friends (R) *Being helpful at home and caring for our classroom (R) *Basic first aid (Y1) *How can we look after our environment? (Y2) *Our helpful volunteers (Y3) *Can Harold afford it? (Y3)	*Move your body (R) *Healthy eating (R) *Harold learns to ride his bike (Y1) *Harold's bathroom (Y2) *Top talents (Y3) *For or against? (Y3)	*Where do babies come from? (R) *Taking care of a baby (Y1) *Surprises and secrets (Y1) *Haven't you grown! (Y2) *My body, your body (Y2) *My changing body (Y3)

Saplings Class Reception – Year 2 2029-2030	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*All about me (R) *What makes me special (R) *Feelings and bodies (Y1) *Let's all be happy! (Y2) *Being a good friend (Y2) *Thunks (Y3)	*Same and different (R) *I am a friend (R) *Who are our special people? (Y1) *Our special people balloons (Y1) *Solve the problem (Y2) *Zeb (Y3)	*Keeping safe online (R) *People who help to keep me safe (R) *What could Harold do? (Y1) *Me and my body – girls and boys (Y1) *Should I tell? (Y2) *Super searcher (Y3)	*Caring for our world (R) *Harold's money (Y1) *How should we look after our money? (Y1) *Getting on with others (Y2) *When I feel like erupting (Y2) *Harold's environmental project (Y3)	*A good night's sleep (R) *Harold's wash and brush up (Y1) *Catch it! Bin it! Kill it! (Y1) *What does my body do? (Y2) *Derek cooks dinner! (healthy eating) (Y3) *I am fantastic (Y3)	*Getting bigger (R) *Me and my body – girls and boys (R) *Keeping privates private (Y1) *Respecting privacy (Y2) *Some secrets should never be kept (Y2) *Basic first aid (Y3)

Oak Class Year 3 – Year 6 2026-2027	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*Ok or not ok? (part 1)(Y4) *Ok or not ok? (part 2)(Y4) *Our emotional needs (Y5) *Being assertive (Y5) *Behave yourself (Y6) *Assertiveness skills (Y6)	*The people we share our world with (Y4) *That is such a stereotype! (Y4) *Qualities of friendship (Y5) *Kind conversations (Y5) *Advertising friendships (Y6) *Boys will be boys? – challenging gender stereotypes (Y6)	*Picture wise (Y4) *Medicines: check the label (Y4) *Vaping: healthy or unhealthy? (Y5) *Would you risk it? (Y5) *Rat Park (Y6) *What sort of drug is...? (Y6)	*Safety in numbers (Y4) *Why pay taxes (Y4) *What's the story? (Y5) *Fact or opinion(Y5) *Democracy in Britain 1 – Elections (Y6) *Democracy in Britain 2 – How (most) laws are made (Y6)	*What makes me ME! (Y4) *Making choices (Y4) *Star qualities? (Y5) *Basic first aid, inc. Sepsis awareness (Y5) *This will be your life! (Y6) *Our recommendations (Y6)	*Secret or surprise? (Y4) *Together (Y4) *How are they feeling? (Y5) *Taking notice of our feelings (Y5) *Pressure online (Y6) *Helpful or unhelpful? Managing change (Y6)

Oak Class Year 3 – Year 6 2027-2028	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*An email from Harold! (Y4) *Different feelings (Y4) *Collaboration challenge (Y5) *Give and take (Y5) *Don't force me (Y6) *Acting appropriately (Y6)	*Friend or acquaintance? (Y4) *Islands (Y4) *Is it true? (Y5) *Start, stop, stereotypes (Y5) *Ok to be different (Y6) *We have more in common than not (Y6)	*Danger, risk or hazard? (Y4) *How dare you! (Y4) *Spot bullying (Y5) *Play, like, share (Y5) *Drugs: it's the law! (Y6) *Alcohol: what is normal (Y6)	*Who helps us to stay healthy and safe? (Y4) *It's your right (Y4) *Spending wisely (Y5) *Lend us a fiver! (Y5) *Two sides to every story (Y6) *Fakebook friends (Y6)	*My school community (1) (Y4) *Basic first aid (Y4) *It all adds up! (Y5) *Different skills (Y5) *What's the risk? (1) (Y6) *What's the risk? (2) (Y6)	*All change! (Y4) *Preparing for changes at puberty (Y4) *Changing bodies and feelings (Y5) *Help! I'm a teenager get me out of here! (Y5) *I look great! (Y6) *Media Manipulation (Y6)

Oak Class Year 3 – Year 6 2028-2029	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Respect	Being my Best	Growing and Changing
	*Human machines (Y4) *Under pressure (Y4) *How good a friend are you? (Y5) *Relationship cake recipe (Y5) *Working together (Y6) *Solve the friendship problem (Y6)	*Can you sort it? (Y4) *What would I do? (Y4) *Happy being me (Y5) *The land of the red people (Y5) *Respecting differences (Y6) *Tolerance and respect for others (Y6)	*Keeping ourselves safe (Y4) *Raisin challenge (Y4) *Decision dilemmas (Y5) *Ella's diary dilemma (Y5) *Think before you click? (Y6) *To share or not to share? (Y6)	*How do we make a difference? (Y4) *In the news! (Y4) *Mo makes a difference (Y5) *Rights respect and duties (Y5) *What's it worth? (Y6) *Happy shoppers – caring for the environment (Y6)	*SCARF hotel (Y4) *Harold's seven R's (Y4) *My school community (Y5) *Independence and responsibility (Y5) *Basic first aid, inc. Sepsis awareness (Y6) *Five ways to wellbeing project (Y6)	*Moving House (Y4) *My feelings are all over the place (Y4) *Dear Ash (Y5) *Growing up and changing bodies (Y5) *Is this normal? (Y6) *Making babies (Y6)

Bishop Rawle CE Primary School

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Red)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
Year 1/2** (Orange) **See objectives below	Me and My Relationships	Rights and Respect	Valuing Difference	Being my Best	Keeping Safe	Growing and Changing (Y1/2)
Year 2/3** (Yellow) **See objectives below	Me and My Relationships	Keeping Safe	Rights and Respect	Valuing Difference	Being My Best	Growing and Changing (Y2/3)
Year 4 (Green)	Me and My Relationships	Valuing Difference	Being my Best	Keeping Safe	Rights and Respect	Growing and Changing
Year 5 (Indigo)	Rights and Respect (5) (Twinkl unit)	Being My Best	Me and My Relationships	Valuing Difference	Keeping Safe	Growing and Changing
Year 6 (Violet)	Rights and Respect	Valuing Difference	Being My Best	Keeping Safe	Me and My Relationships	Growing and Changing

Orange Year 1/2 Cycle A	Autumn 1 Me and My Relationships	Autumn 2 Rights and Respect	Spring 1 Valuing Difference	Spring 2 Being My Best
	- Why we have classroom rules (Y1) - How are you listening?(Y1)	- Harold has a bad day (Y1) - Taking care of something (Y1) - When I feel like erupting (Y2)	- Same or different? (Y1) - Unkindness, teasing or bullying? (Y1)	Eat well (Y1)

	• Let's all be happy! (Y2) • Being a good friend (Y2) • Feelings and bodies (Y1) • Bullying or teasing? (Y2)	• Feeling safe (Y2) • Playing games (Y2) • How should we look after our money? (Y1)	• Harold's school rules (Y1) • My special people (Y2) • How do we make others feel? (Y2) • Solve the problem (Y2)	• Harold's postcard - helping us to keep clean and healthy (Y2) • Harold learns to ride his bike (Y1) • Pass on the praise! (Y1) • Basic first aid (Y2)
	Summer 1 Keeping Safe • Who can help? (1) (Y1) • Good or bad touches? (Y1) • What could Harold do? (Y1) • I don't like that! (Y2) • Should I tell? (Y2)	Summer 2 Growing and Changing Children to be taught year separately.		

Yellow Year 2/3 Cycle A	Autumn 1 Me and My Relationships • Our ideal classroom (1) (Y2) • Looking after our special people (Y3) • Dan's Dare (Y3) • Types of bullying (Y2) • Don't do that (Y2) • Friends are special (Y3)	Autumn 2 Keeping Safe • Harold's picnic (Y2) • How safe would you feel? (Y2) • Safe or unsafe? (Y3) • Danger or risk? (Y3) • Fun or not? (Y2) • Help or harm (Y3)	Spring 1 Rights and Respect • Playing games (Y2) • Harold saves for something special (Y2) • Helping each other to stay safe (Y3) • How can we look after our environment? (Y2) • Our helpful volunteers (Y3) • Can Harold afford it? (Y3)	Spring 2 Valuing Difference • What makes us who we are (Y2) • Respect and challenge (Y3) • Family and friends (Y3) • When someone is feeling left out (Y2) • An act of kindness (Y2) • Our friends and neighbours (Y3)
	Summer 1 Being my Best • You can do it! (Y2) • My day (Y2) • Poorly Harold (Y3) • Harold's bathroom (Y2) • Top talents (Y3) • For or against? (Y3)	Summer 2 Growing and Changing Y2/3 to be taught separately		

Dilhorne Endowed CofE Primary School

Key Stage 1

Reception/ Year 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-2027	VIPs This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	Digital Wellbeing In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	Safety First We will learn about dangers and how to keep ourselves safe by making informed decisions.	One World This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering: families, school and homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.	Growing Up In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.	Think Positive This unit supports children to adopt a positive outlook and explores the benefits of this.
	Team The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.	Money Matters This unit explores where money comes from and how it can be used. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	Be Yourself This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	It's my body The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices.	Diverse Britain This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.	Aiming High In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.

Lower Key Stage 2

Year 3/ 4/ Year 5/ 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3&4 Year A 2026-2027	VIPs This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	Digital Wellbeing In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.	Safety First In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. Children will also discuss basic first aid and how to respond in an emergency.	One World This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.	Growing Up Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.	Think Positive This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to: understand our feelings, cope with and manage difficult emotions, learn how to support feelings of calm, develop a growth mindset, practise mindfulness, take responsibility for our decisions.
Year 3&4 Year B 2027-2028	Team This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	Money Matters Children will build on their learning from KS1 about where money comes from and review the different payment methods available as well as exploring the advantages of these and how they can be used to pay for things people want and need. Borrowing money is discussed as well as how to make safe choices when spending online. The concept of value for money is explored as well as consideration of the effects spending can	Be Yourself This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	It's my body Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves. The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.	Diverse Britain This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: rules, the law, liberty and democracy.	Aiming High In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.

		have on the environment. Children will also learn about budgeting.				
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Upper Key Stage 2

Year 5&6 Year A 2026-2027	Team This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.	Money Matters Children will develop their learning from KS1 and LKS2 and begin this unit by exploring currencies around the world. They will discuss factors that may influence people's spending, such as value for money, ethical spending choices and offers or advertisements.	Be Yourself This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.	It's my body This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.	Diverse Britain This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.	Aiming High In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.
	VIPs This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: conflicts and resolutions,	Digital Wellbeing In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what	Safety First This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our	One World This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make.	Growing Up This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and	Think Positive This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how

	secrets and dares, healthy and unhealthy relationships.	healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	own safety and how to make informed, responsible decisions which keep us safe.	We will learn about: sustainability, biodiversity, global warming, natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.	people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.
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Great Wood Community Primary School

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Relationships- VIPs	Staying Safe	Living in the Wider World- Aiming high	Health and Wellbeing- It's my body	How I feel	Living in the Wider World – Diverse Britain
Y1-2	Being Safe	Look what I can do	Relationships - TEAM	Me and my world	Health and Wellbeing – Growing up	Living in the Wider World – One World
Y3/4	Digital Well being LKS2	Diverse Britain LKS2	Growing up LKS2	One World LKS2	Team LKS2	Safety First LKS2
Y6	Digital Wellbeing UKS2	Diverse Britain UKS2	Growing up UKS2	One World UKS2	TEAM UKS2	VIPs UKS2

Talbot First School

Key stage and term	AUTUMN		SPRING		SUMMER	
	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Willow Year A	• My feelings • Getting help • Classroom rules	• What makes me special? • Similarities and difference • Showing kindness	• Keeping my body safe • People who help to keep us safe • Safe secrets and touches	• Looking after things: friends, environment, money • Basic first aid • Sleep	• Keeping my body healthy – food and exercise • Growth Mindset	• Life stages • Healthy me • Surprises and secrets
Willow Year B	• All about me • Listening • Me and my special people	• Recognising, valuing and celebrating difference • Developing respect and accepting others	• Safe medicines • Keeping safe online • People who help me keep safe	• Spending, saving and keeping money safe • Caring for our world	• Healthy mind • Sleep • Germs	• Seasons • My body parts • Keeping private parts private
Maple Year A	• Our classroom • Types of bullying • Positive responses	• Kindness, respect and challenging stereotypes • Friends, neighbours and people in our world	• Fun or not? • Safe or unsafe? • Danger or risk? • Check the label	• Helping others to stay safe in our environment • Affording items and basic budgeting	• Positive mindset and choices • Talents • What makes me special?	• Growing up • Body space • Secret or surprise?
Maple Year B	• Showing our feelings • Solving problems	• Thinking of others feelings • My community • Friend or acquaintance?	• Learning to say no • Is everything online true? • Help or harm	• Managing feelings respectfully • Earning money • My rights	• Basic first aid • Ambitions and goals • A sense of belonging	• Change and loss • What is my gut? • Moving on
Maple Year C	• Respectful relationships • Expressing opinions • Working together	• Families • Celebrating differences	• Getting better when unwell • Reducing risks • What can influence me?	• Volunteers • Facts or opinion • The news	• Staying healthy • Looking after our environment	• Respecting privacy • Helping each other • Moving house

St Bartholomew's Church of England Primary School

Key stage & Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Acorns Class (Rec/Year 1) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth
Acorns Class (Rec/Year 1) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth
Acorns Class (Rec/Year 1) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth
Acorns Class (Rec/Year 1) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth
Oak Class (Y2/3/4/5/6) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth and Puberty
Oak Class (Y2/3/4/5/6) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth and Puberty
Oak Class (Y2/3/4/5/6) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth and Puberty
Oak Class (Y2/3/4/5/6) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth and Puberty

Manifold Church of England Primary School

Key Stage 1

Reception/ Year 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A 2026-2027	VIPs This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.	Digital Wellbeing In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	Safety First We will learn about dangers and how to keep ourselves safe by making informed decisions.	One World This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering: families, school and homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.	Growing Up In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.	Think Positive This unit supports children to adopt a positive outlook and explores the benefits of this.
	Team The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.	Money Matters This unit explores where money comes from and how it can be used. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	Be Yourself This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	It's my body The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices.	Diverse Britain This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.	Aiming High In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.

Lower Key Stage 2

Year 3/ 4/ Year 5/ 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3&4 Year A 2026-2027	VIPs This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	Digital Wellbeing In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.	Safety First In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. Children will also discuss basic first aid and how to respond in an emergency.	One World This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.	Growing Up Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.	Think Positive This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to: understand our feelings, cope with and manage difficult emotions, learn how to support feelings of calm, develop a growth mindset, practise mindfulness, take responsibility for our decisions.
Year 3&4 Year B 2027-2028	Team This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	Money Matters Children will build on their learning from KS1 about where money comes from and review the different payment methods available as well as exploring the advantages of these and how they can be used to pay for things people want and need. Borrowing money is discussed as well as how to make safe choices when spending online. The concept of value for money is explored as well as consideration of the effects spending can	Be Yourself This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	It's my body Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves. The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.	Diverse Britain This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: rules, the law, liberty and democracy.	Aiming High In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.

		have on the environment. Children will also learn about budgeting.				
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Upper Key Stage 2

Year 5&6 Year A 2026-2027	VIPs This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: conflicts and resolutions, secrets and dares, healthy and unhealthy relationships.	Digital Wellbeing In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	Safety First This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.	One World This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: sustainability, biodiversity, global warming, natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	Growing Up This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.	Think Positive This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.
	Team This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as	Money Matters Children will develop their learning from KS1 and LKS2 and begin this unit by exploring currencies around the world. They will discuss factors that may influence people's spending, such as value for money, ethical spending choices and offers or advertisements.	Be Yourself This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.	It's my body This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may	Diverse Britain This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to	Aiming High In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and

	how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.			come from and ways we can resist them.	our communities and to wider society.	how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.
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Hollinsclough Church of England Academy

Key stage and Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Robins Class (Rec/Y1/Y2) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth
Robins Class (Rec/Y1/Y2) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth
Robins Class (Rec/Y1/Y2) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth
Robins Class (Rec/Y1/Y2) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth
Otters Class (Y3/4/5/6) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth and Puberty
Otters Class (Y3/4/5/6) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth and Puberty
Otters Class (Y3/4/5/6) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth and Puberty
Otters Class (Y3/4/5/6) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth and Puberty

Waterhouses CofE Primary Academy

Class/Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery/Reception 2026/7	<u>Self – regulation: My feelings</u> Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.	<u>Building relationships: Special relationships</u> Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	<u>Managing self: Taking on challenges</u> Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	<u>Self-regulation: Listening and following instructions</u> Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	<u>Building relationships: My family and friends</u> Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	<u>Managing self: My wellbeing</u> Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
Year 1 and 2 Otters 2026/7	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple	<u>The online world: How do we spend time online?</u> Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and	<u>Health protection: How can I protect myself and others in daily life?</u> Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practicing how to get medical help. Pupils investigate how germs spread, practice ways to reduce the risk of	<u>Staying safe: How can I stay safe?</u> Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and	<u>The online world: How can we stay safe online?</u> Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online

	strategies for managing disagreements in families and friendships.	responding to unsuitable content.	illness and learn when and how to seek help in an emergency.	seek help from a trusted adult when needed.	boundaries and identify trusted adults who can help them when they feel worried or unsafe.	situations, evaluating online content and explaining how to respond safely when they need help.
Year 3 Penguins 2026/7	<u>My healthy self: How can I take care of my mind and body?</u> Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	<u>Connecting with others: What helps us feel safe and included?</u> Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practice ways to repair friendships and identify different types of bullying and how to respond to them.	<u>The online world: How should we communicate online?</u> Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	<u>Citizenship: What rights and responsibilities do we have?</u> Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practicing basic first aid and learning when to call 999.	<u>Citizenship: What careers do people choose and why?</u> Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.
Years 4/5/6 White Tigers 2026/7 Based on Year 4 scheme of work	<u>My healthy self: How can I make healthy choices?</u> Understanding how healthy choices support both physical and mental wellbeing by	<u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and	<u>The online world: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and	<u>Citizenship: How can I spend money wisely?</u> Learning about managing money by examining the different ways people pay for	<u>Growing up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> Developing personal safety skills by recognising warning signs, responding to

	exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.	expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practice responding to bullying and learn how stereotypes can negatively affect people and communities.	presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	puberty, pupils recognise that these changes are normal and happen at different times for everyone.	uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
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Ilam Church of England Primary School

KS1 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehogs Year A	Aiming High High aspirations, celebrating strengths, positive attitudes, equal opportunities and stereotypes.	Safety First Keeping safe online, at home, outside and around strangers. Making informed decisions. The Underwear Rule.	Digital Well-being Internet safety, how the internet helps us, risks of using the internet. Balancing online and offline activities.	TEAM Together everyone achieves more. The value of belonging. Rules for the class, school and community. Behaviour, kindness, good choices and bullying.	Think Positive Understanding thoughts and feelings, ways to express emotions, coping with uncomfortable feelings, gratitude and mindfulness.	Diverse Britain Exploring how we can have a positive effect on the groups and communities to which we belong, being good neighbours, looking after the environment. Respect and kindness, diversity in society.
Hedgehogs Year B	VIPs How we nurture and develop healthy relationships with very important people in our lives. How to resolve issues and how to ask for help when needed.	Be Yourself How being comfortable and confident with yourself can support positive mental health and well-being. How to manage uncomfortable emotions.	It's My Body Learning about choice and consent. How to take care of our bodies and make safe choices. Sleep and exercise, diet, cleanliness and substances.	One World How we learn about people depending on where they are from in the world. Looking at similarities and differences in schools, homes and families. How to look after our world.	Money Matters Where money comes from and how it's used.	Growing Up How we change physically and emotionally as we grow. How we show respect to our own and other bodies. What consent means. What stereotypes are and different types of families.

These are all KS1 units which are intended for year 1 and 2 children, however many of the topics align with the EYFS curriculum and therefore will be taught to the Hedgehog Class which is mixed from nursery to Year 2. Where the subject matter is not appropriate for EYFS children, they will be taught separately. Online safety taught throughout the year when appropriate.

LKS2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kingfishers Years 3&4 Year A	Aiming High Attitudes that help us to succeed, how a growth mindset can help to improve learning outcomes. Resilience and setting targets to achieve goals.	Safety First Taking more responsibility for our own safety as we grow. Dealing with peer pressure. Everyday hazards, risks and dangers and how to manage them – rail, road, water and substances. Basic first aid.	Digital Well-being Explore safe and responsible internet use. Online relationships including cyber bullying, online stranger danger and social media interactions. Privacy issues such as passwords and sharing of information such as videos.	TEAM Together everyone achieves more. Challenges of a new class, new school or new year group. Ways to work through conflict. Feelings and emotions.	Think Positive Building on the KS1 topic, understanding feelings, coping with emotions, how to feel calm, growth mindset, mindfulness and taking responsibility.	Diverse Britain Celebrating multicultural Britain. Promoting respect for the differences between people and exploring British values such as rules, the law, liberty and democracy.
Kingfishers Years 3&4 Year B	VIPs Special people in our lives such as friends. How friendships are formed and maintained. Disputes, bullying and strategies to managed these.	Be Yourself Promoting a positive sense of self. Managing uncomfortable situations and being assertive when needed. The role of the media when promoting a particular image and how to be analytical towards these.	It's My Body How to take care of yourself: cleanliness, sleep, exercise, diet, substances. Who trusted adults are.	One World Opportunities and life experiences differ around the world. How to be an active global citizen. Issues discussed such as inequality, fair trade and climate change.	Money Matters Discover different payment methods, borrowing money, making safe spending choices online. Understanding budgeting.	Growing Up Learn the different parts of male and female bodies and the part they play in the reproductive process. How we change physically and emotionally as we grow. Relationships and families.

Online safety taught throughout the year when appropriate.

UKS2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kingfishers Years 5&6 Year A	Aiming High Achievements, aspirations and opportunities. Exploring learning styles and what helps them to succeed. Obstacles and barriers and how to overcome them. Future opportunities and how stereotypes can be damaging to the world of work.	Safety First How to take responsibility for our own safety. Keeping safe around railways, roads, water, fireworks, dangerous substances and medicines.	Digital Well-being What healthy and positive online communication looks like. The importance of asking for help if something makes us feel uncomfortable. Exploring cyber bullying, social media and fake news.	TEAM Together everyone achieves more. Learn how to disagree respectfully and communicate effectively.	Think Positive Use distancing techniques to learn how different people's thoughts affect how they feel and behave. How to build resilience.	Diverse Britain How local and national governments work and how we can make a positive contribution to our communities and wider society.
Kingfishers Years 5&6 Year B	VIPs Focussing on family and friends, conflicts and resolutions, secrets and dares, healthy and unhealthy relationships.	Be Yourself We are all unique. How making positive choices can help us to do the right thing and how to manage uncomfortable feelings and peer pressure.	It's My Body Exploring consent and autonomy. Learn about body image, stereotypes and substances that can be harmful.	One World Learning about sustainability, biodiversity, global warming and natural resources.	Money Matters Explore global currencies. How to manage a budget. How money effects emotions.	Growing Up How we grow and change physically and emotionally. Exploring different types of relationships including sexual. Learning about STI's, the journey from conception to birth in humans and positive body image.

Online safety taught throughout the year when appropriate.

St John's CofE Primary School

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	International Democracy Day (15th September) School Council	Whole School – Anti-bullying	Whole School – Children's Mental Health Week			
EYFS Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	International Democracy Day (15th September) School Council Self-regulation: My feelings	Whole School – Anti-bullying Building relationships: Special relationships	Whole School – Children's Mental Health Week Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	International Democracy Day (15th September) School Council My healthy self: How can we look after our emotions?	Whole School – Anti-bullying Connecting with others: How can I help myself and others feel happy and safe?	Whole School – Children's Mental Health Week The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	International Democracy Day (15th September) School Council My healthy self: How can we look after our bodies?	Whole School – Anti-bullying Connecting with others: How can I build safe, kind and caring relationships with others?	Whole School – Children's Mental Health Week The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I keep myself safe?
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Lower KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	International Democracy Day (15th September) School Council My healthy self: How can I take care of my mind and body?	Whole School – Anti-bullying Connecting with others: What helps us feel safe and included?	Whole School – Children's Mental Health Week The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	International Democracy Day (15th September) School Council My healthy self: How can I make healthy choices?	Whole School – Anti-bullying Connecting with others: How can we respect each other?	Whole School – Children's Mental Health Week The online world: How can we decide what to trust online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?

Upper KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	International Democracy Day (15th September) School Council My healthy self: How can I support my mind and body as I grow?	Whole School – Anti-bullying Connecting with others: Why are healthy relationships important?	Whole School – Children's Mental Health Week The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	International Democracy Day (15th September) School Council My healthy self: How do my choices today shape my future health?	Whole School – Anti-bullying Connecting with others: What does it mean to stand up for myself and others?	Whole School – Children's Mental Health Week Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

St Leonard's Church of England First School

Key stage and Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Sparks Class (Rec/Year 1) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth
Sparks Class (Rec/Year 1) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth
Sparks Class (Rec/Year 1) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth
Sparks Class (Rec/Year 1) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth
Flames Class (Y2/3/4) Year A	Relationships: Family	Community Care Making Good Boundaries	Screen time and safety	Safety First Aid	Finance	Mental Health Growth and Puberty
Flames Class (Y2/3/4) Year B	Communication Careers	The Environment	Sleep, rest and hygiene Healthy Eating Alcohol, smoking and drugs	Relationships: Friendship and Marriage Anti-bullying	Equality/ Rule of Law	Spirituality/ Exercise Growth and Puberty
Flames Class (Y2/3/4) Year C	Relationships: Family	Finance Making Good Boundaries	Safety First Aid	Equality Rule of Law Debate and democracy	The Environment	Mental Health Growth and Puberty
Flames Class (Y2/3/4) Year D	Communication Careers	Sleep, rest, hygiene and healthy eating	Relationships: Friendship and Marriage	Anti-bullying	Alcohol. Smoking and Drugs	Spirituality/ Exercise Growth and Puberty

St Peter's Church of England First School

Key stage and term	AUTUMN		SPRING		SUMMER	
	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Ash Year A	• My feelings • Getting help • Classroom rules	• What makes me special? • Similarities and difference • Showing kindness	• Keeping my body safe • People who help to keep us safe • Safe secrets and touches	• Looking after things: friends, environment, money • Basic first aid • Sleep	• Keeping my body healthy – food and exercise • Growth Mindset	• Life stages • Healthy me • Surprises and secrets
Ash Year B	• All about me • Listening • Me and my special people	• Recognising, valuing and celebrating difference • Developing respect and accepting others	• Safe medicines • Keeping safe online • People who help me keep safe	• Spending, saving and keeping money safe • Caring for our world	• Healthy mind • Sleep • Germs	• Seasons • My body parts • Keeping private parts private
Birch Year A	• Our classroom • Types of bullying • Positive responses	• Kindness, respect and challenging stereotypes • Friends, neighbours and people in our world	• Fun or not? • Safe or unsafe? • Danger or risk? • Check the label	• Helping others to stay safe in our environment • Affording items and basic budgeting	• Positive mindset and choices • Talents • What makes me special?	• Growing up • Body space • Secret or surprise?
Birch Year B	• Showing our feelings • Solving problems	• Thinking of others feelings • My community • Friend or acquaintance?	• Learning to say no • Is everything online true? • Help or harm	• Managing feelings respectfully • Earning money • My rights	• Basic first aid • Ambitions and goals • A sense of belonging	• Change and loss • What is my gut? • Moving on
Birch Year C	• Respectful relationships • Expressing opinions • Working together	• Families • Celebrating differences	• Getting better when unwell • Reducing risks • What can influence me?	• Volunteers • Facts or opinion • The news	• Staying healthy • Looking after our environment	• Respecting privacy • Helping each other • Moving house

Appendix 2

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

TOPIC	PUPILS SHOULD KNOW
	• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so

TOPIC	PUPILS SHOULD KNOW
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g., happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	- The characteristics and mental and physical benefits of an active lifestyle - The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity - The risks associated with an inactive lifestyle, including obesity - How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	- What constitutes a healthy diet (including understanding calories and other nutritional content) - Understanding the importance of a healthy relationship with food - The principles of planning and preparing a range of healthy meals - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process

TOPIC	PUPILS SHOULD KNOW
	• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Please state the reason for withdrawing your child/ren from sex education within Relationship, Sex and Health Education and which elements you wish to remove them from:			
Any other information you would like the school to consider			
I am aware that my child/ren will be withdrawn from the remainder of the class during this element. I understand that the other children in the class may talk about the content of the lesson with my child/ren and ask why they were not in the lesson.			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Appendix 4

Produced by the Church of England Education Office 2019

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In Bishop Rawle CE Primary, Dilhorne Endowed CE Primary, Hollinsclough CE Academy, Ilam CE Primary School, Manifold CE Academy, St. Bartholomew's CE Primary, St John's CE Primary School, St Leonard's CE First School, St. Peter's CE First, St. Werburgh's CE Primary and Waterhouses CE Primary Academy and Nursery we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led and resourced in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.